**Lesson Plan Format**

**Teacher Candidate \_Maria Pacheco\_\_ Grade Level\_4th\_\_\_\_\_ Date of lesson\_\_\_11/27/11\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

* **16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.
* **16.B.2d (US)** Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.
* **3.B.2a** Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
* **3.C.2a** Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persua­sive writings (e.g., editorials, advertisements).
* Students will get to know more about the contemporaries that lived during the 1840’s and time of the westward expansion.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students will have prior knowledge about the importance of people moving and facts regarding the westward movement from past lessons.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to collect, and write in their learning logs, information on a particular person who was an influence during the westward expansion by using various resources.
* Students will be able to understand the westward expansion as being an important event in US history, and will then be able to understand the importance of the contemporaries of that time.
* Students will be organizing the information they have found while doing the research.
* Students will be able to present the information they have gathered by writing in a narrative, expository, or persuasive manner.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will be assessed on the quality of information they find on the person whose name they chose. Since they are required to have 10 facts, students should have at least 10 facts, but are allowed to have more. Students will also be assessed on how they keep their information in their learning logs, as well as making sure their final product has been copied neatly into their learning logs. Each student will also be asked to present their final product to the class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

- Resource Books provided by teacher, and found by students

- Art Materials

- List of Contemporaries

- List of people influencing the west

- Box (or other container) for names

- Learning logs

- Pens and Pencils

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry: Students will be researching people that lived in the 1840s. This will get students engaged in the idea of how every time period has important people who have an impact on that time.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* I will ask the students if they know the name of anyone who lived in the 1840’s. I will briefly mentions a few names of people that the students might be likely to know something about –Davy Crockett, Kit Carson, Thomas Jefferson, Edgar Allen Poe, and Samuel F.B. Morse. I will explain that the names of these people and many more have been placed in a box.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Each student will draw one name and collect 10 or more facts about that person, using the provided resource books.
2. Students will have sufficient time to research using the available books. Some students may go use other resources in the library if they can handle being out of the classroom.
3. Students should be writing down the information they find in their learning logs to use in the near future.
4. Students then will be able to chose one of the following activities for the name that they drew:

a. Design a suitable memorial

b. Write a biographical sketch

c. Write a poem

d. Write an essay

e. Write an epitaph

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* The students will then present their final product to the rest of the class,

giving the class the opportunity to learn about the various contemporaries

and people who influenced the west. Students should also make sure to

have their notes and final product written in their learning logs.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  |  | *If there are students at lower learning levels, they may be placed in pairs with students that they may work with for this assignment. The students can work together to find the information (facts) and then create a presentation using one of the activities listed above.* |
|  |  | *Students with motor difficulties can have another student assist him or her in writing down his or her final product in the learning log. If this assistance is not possible, the teacher will assess the student based on the information that the student tells the teacher about his or her person.* |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?